**The Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | | |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? | | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | | |
| Choose from the many options:  *Topic Opener*  *Review What You Know*  *Item Analysis for Diagnosis and Intervention*  Introduce *Centers (Differentiated Instruction* in each lesson)  Introduce *Math Project*  *Interactive Math Stories* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Choose one option:   * Computation Practice Timings (*Basic Facts Timed Tests* in Topic 1 *Teacher Resource Masters* or *Aimsweb* M-COMP progress monitoring probes) * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? 2. Will each student have enough materials to model the problems?   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? 2. How will you check for understanding during this phase of the lesson? 3. Will you use the *Extend?* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? 2. Where will students record their work? 3. Will you collect, grade and record the independent practice? 4. How will you check for understanding? 5. If students do not finish the problems assigned for independent practice, will these problems be homework? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Month:   * + *District Common Formative Assessment* (online) | | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | | |
| Choose from the many options:    - *Differentiated Instruction*  - *Math Project*  - *Meeting Individual Needs*  - Teacher-led interventions  - *Leveled Homework*  - Online games from *Envision Digital Premium*     1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | | |
| **HOMEWORK** | | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? 2. Will you discuss homework? Is so, when? | | |